

Webber Elementary

140 Webber School
Eastover, South Carolina 29044

Grades	PK-5 Elementary School	
Enrollment	376 Students	
Principal	Dorothy G. Ham	803-353-8771
Superintendent	Dr. Allen J. Coles	803-231-7500
Board Chair	Lane Quinn	803-231-7556

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	8	19	73	39

IMPROVEMENT RATING

GOOD

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS

NO

This school met 10 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Average	Average	No
2004	Average	Good	Yes
2005	Below Average	Good	Yes
2006	Below Average	Good	No

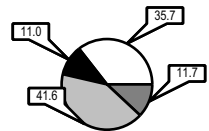
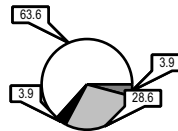
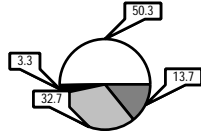
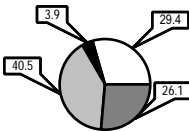
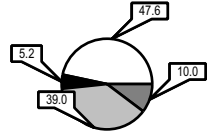
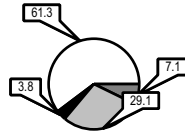
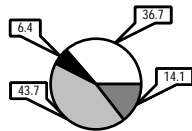
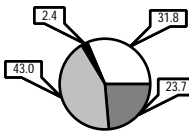
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

100.0%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts – State Performance Objective = 38.2%									
All Students	165	93.3	27.3	41.3	27.3	4.2	41.3	Yes	Yes
Gender									
Male	85	89.4	38.6	38.6	18.6	4.3	30.0	N/A	N/A
Female	80	97.5	16.4	43.8	35.6	4.1	52.1	N/A	N/A
Racial/Ethnic Group									
White	13	100.0	20.0	30.0	50.0	0.0	60.0	I/S	I/S
African American	151	92.7	28.0	42.4	25.0	4.5	39.4	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	142	100.0	23.7	43.5	28.2	4.6	42.7	N/A	N/A
Disabled	23	52.2	66.7	16.7	16.7	0.0	25.0	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	165	93.3	27.3	41.3	27.3	4.2	41.3	N/A	N/A
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	165	93.3	27.3	41.3	27.3	4.2	41.3	N/A	N/A
Socio-Economic Status									
Subsidized meals	148	92.6	29.1	41.7	25.2	3.9	37.8	Yes	Yes
Full-pay meals	17	100.0	12.5	37.5	43.8	6.3	68.8	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	165	92.7	47.6	34.3	14.7	3.5	30.1	No	Yes
Gender									
Male	85	90.6	53.5	29.6	12.7	4.2	29.6	N/A	N/A
Female	80	95.0	41.7	38.9	16.7	2.8	30.6	N/A	N/A
Racial/Ethnic Group									
White	13	92.3	20.0	50.0	20.0	10.0	50.0	I/S	I/S
African American	151	92.7	50.0	32.6	14.4	3.0	28.8	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	142	99.3	45.8	34.4	16.0	3.8	30.5	N/A	N/A
Disabled	23	52.2	66.7	33.3	0.0	0.0	25.0	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	165	92.7	47.6	34.3	14.7	3.5	30.1	N/A	N/A
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	165	92.7	47.6	34.3	14.7	3.5	30.1	N/A	N/A
Socio-Economic Status									
Subsidized meals	148	91.9	50.4	31.5	14.2	3.9	28.3	No	Yes
Full-pay meals	17	100.0	25.0	56.3	18.8	0.0	43.8	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	165	99.4	63.6	28.6	3.9	3.9	7.8
Gender							
Male	85	100.0	67.1	22.8	5.1	5.1	10.1
Female	80	98.8	60.0	34.7	2.7	2.7	5.3
Racial/Ethnic Group							
White	13	92.3	50.0	20.0	20.0	10.0	30.0
African American	151	100.0	65.0	28.7	2.8	3.5	6.3
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	142	99.3	61.1	30.5	3.8	4.6	8.4
Disabled	23	100.0	78.3	17.4	4.3	0.0	4.3
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	165	99.4	63.6	28.6	3.9	3.9	7.8
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	165	99.4	63.6	28.6	3.9	3.9	7.8
Socio-Economic Status							
Subsidized meals	148	99.3	63.8	29.0	2.9	4.3	7.2
Full-pay meals	17	100.0	62.5	25.0	12.5	0.0	12.5

Social Studies							
All Students	165	99.4	35.7	41.6	11.7	11.0	22.7
Gender							
Male	85	100.0	40.5	38.0	10.1	11.4	21.5
Female	80	98.8	30.7	45.3	13.3	10.7	24.0
Racial/Ethnic Group							
White	13	92.3	40.0	30.0	10.0	20.0	30.0
African American	151	100.0	35.7	42.7	11.2	10.5	21.7
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	142	99.3	29.0	45.8	13.0	12.2	25.2
Disabled	23	100.0	73.9	17.4	4.3	4.3	8.7
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	165	99.4	35.7	41.6	11.7	11.0	22.7
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	165	99.4	35.7	41.6	11.7	11.0	22.7
Socio-Economic Status							
Subsidized meals	148	99.3	37.7	40.6	11.6	10.1	21.7
Full-pay meals	17	100.0	18.8	50.0	12.5	18.8	31.3

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	47	100.0	27.9	25.6	39.5	7.0	46.5
	4	56	100.0	32.1	49.1	18.9	0.0	18.9
	5	64	100.0	28.1	42.1	29.8	0.0	29.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	72	97.2	34.8	36.4	25.8	3.0	28.8
	4	41	85.4	25.0	37.5	28.1	9.4	37.5
	5	52	94.2	17.8	51.1	28.9	2.2	31.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	47	100.0	37.2	55.8	4.7	2.3	7.0
	4	56	100.0	26.4	41.5	26.4	5.7	32.1
	5	64	100.0	43.9	31.6	14.0	10.5	24.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	72	95.8	56.9	30.8	10.8	1.5	12.3
	4	41	85.4	39.4	42.4	12.1	6.1	18.2
	5	52	94.2	40.0	33.3	22.2	4.4	26.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	47	100.0	65.1	27.9	4.7	2.3	7.0
	4	56	100.0	60.4	30.2	7.5	1.9	9.4
	5	64	98.4	64.9	22.8	8.8	3.5	12.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	72	100.0	64.7	27.9	5.9	1.5	7.4
	4	41	97.6	60.5	31.6	0.0	7.9	7.9
	5	52	100.0	64.6	27.1	4.2	4.2	8.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	47	100.0	51.2	41.9	7.0	0.0	7.0
	4	56	100.0	47.2	43.4	7.5	1.9	9.4
	5	64	100.0	31.6	33.3	15.8	19.3	35.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	72	100.0	48.5	36.8	10.3	4.4	14.7
	4	41	97.6	23.7	57.9	15.8	2.6	18.4
	5	52	100.0	27.1	35.4	10.4	27.1	37.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 376)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	0.3%	Down from 0.8%	3.8%	2.8%
Attendance rate	97.7%	Down from 98.2%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	6.7%	Down from 10.8%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	6.7%	Down from 8.4%	0.0%	0.0%
Eligible for gifted and talented	7.2%	Down from 7.7%	3.8%	10.4%
On academic plans	46.9%	N/AV	49.0%	33.6%
On academic probation	41.5%	N/AV	2.6%	1.0%
With disabilities other than speech	6.0%	Up from 5.6%	7.2%	7.5%
Older than usual for grade	0.0%	Down from 0.9%	1.5%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.6%	0.0%	0.0%
Teachers (n= 28)				
Teachers with advanced degrees	60.7%	Up from 55.2%	51.4%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	0.0%	N/A	4.9%	2.4%
Teachers with emergency or provisional certificates	4.2%	Down from 4.3%	2.9%	0.0%
Teachers returning from previous year	85.2%	Up from 82.3%	83.2%	87.3%
Teacher attendance rate	96.9%	Up from 96.6%	94.6%	94.9%
Average teacher salary	\$44,273	Up 4.2%	\$41,360	\$42,485
Prof. development days/teacher	15.8 days	Up from 15.7 days	14.7 days	13.3 days
School				
Principal's years at school	8.0	Up from 7.0	4.0	4.0
Student-teacher ratio in core subjects	15.7 to 1	Down from 17.1 to 1	16.4 to 1	18.6 to 1
Prime instructional time	93.2%	Down from 94.0%	88.4%	89.7%
Dollars spent per pupil*	\$7,239	Up 14.1%	\$7,724	\$6,557
Percent of expenditures for teacher salaries*	68.4%	Down from 69.6%	60.6%	64.0%
Percent of expenditures for instruction*	79.2%		68.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	96.3%	Down from 99.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Excellent	No change	Good	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	7.1%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	11.5%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	Yes
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Webber Elementary School is a 2004-2007 South Carolina Red Carpet school. For the second consecutive year, we earned a Palmetto Silver Award for student achievement. The coordinator of the school's volunteer program received the 2006 Sam Hopkins Volunteer Administrator of the Year Award. Our business partner, International Paper, received the 2006 Business Partner of the year Award, and again, the principal received the 2006 Stevenson Award of Excellence for promoting volunteerism in the school. Many of our students were recognized for district and school visual arts and literary awards this year as well. We added another National Board Certified teacher to our faculty.

We are pleased to introduce to the district community what has become our new tradition, the Annual Webber Elementary School Wide Social Studies Fair. This year's event was highlighted by many months of integrated, standards-based activities, culminating with an explosion of projects, presentations and displays of the hard work of the students, staff and the entire faculty. This spring the event brought families and district and state visitors to see, hear, taste and touch artifacts of our students learning. Those significant accomplishments by our school family have done much to inspire students, parents, teachers and the entire community to support the mission and goals of this school and Richland County School District One.

In reviewing our school profile, recruiting and maintaining highly qualified teachers in this rural area continues to be a challenge. It is critical that ongoing, quality professional development is provided for teachers to be able to plan and implement standards-based lessons with frequent checks and benchmarks. With the one tenth of a percentage point drop in our absolute rating last year, it has been the focus of this academic year to maximize the time spent on integrating math and science for students in grades 3-5, our weakest area of student progress. Continuing our strong ELA instructional plan for all students, beginning in the Pre-K classroom, is already proving to be an effective strategy in meeting our student achievement goals in the areas of reading, writing, and research.

2005 brought about many challenges including the loss of significant Title One funding for the school. However, with the support of the district and the analysis of last year's after school program evaluation, we designed a program that provided additional tutorial hours to all students, grades 3-5, in a comprehensive after-school program. Business partnerships were also helpful in fulfilling many of our needs throughout the year. This included class scholarships for travel to Washington, DC, and to North Carolina twice, in an effort to enrich the educational experiences of students in this rural Lower Richland community.

And finally, we have been overwhelmed by the parental and community support this year. Because of that trust and respect, we as a staff are inspired to continue providing quality teaching and learning in every class, for every child, every day.

Dorothy G. Ham, Principal
Yvonne Hall, SIC Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	31	41	44
Percent satisfied with learning environment	96.8%	100.0%	85.7%
Percent satisfied with social and physical environment	90.3%	100.0%	86.0%
Percent satisfied with school-home relations	82.1%	100.0%	85.7%

*Only students at the highest elementary school grade level at this school and their parents were included.